

What is the true story of James Shipley?



Amick, J. (2014, April 11). Together as one—Tukegee Airman demonstrates benefit of working together as a nation. *War History Online*. <https://www.warhistoryonline.com/guest-bloggers/together-one.html>

Supporting Questions

1. What was the true story of James Shipley's early life?
2. What is the true story of James Shipley's life while serving in the military?
3. What is the true story of James Shipley's life after the war?
4. What is the true story of James Shipley's legacy?

What is the true story of James Shipley?

Standards and Content	<p>Kansas Standard 3: Societies are shaped by identities, beliefs, and practices of individuals and groups.</p> <p>Missouri Tools of Social Science Inquiry: ask questions, analyze evidence, develop claims and arguments, take informed action.</p> <p>C3 Framework Develop questions, apply disciplinary tools and concepts, evaluate sources, use evidence, communicate conclusions and take informed action.</p>
Staging the Compelling Question	Show the photograph of James Shipley's headstone. Ask students "What do you think we will be learning about today? What makes you think that?" After students have shared their thoughts, ask them to generate as many questions as they can about James Shipley using the headstone as a prompt. Then, tell them that they will be investigating the true story of James Shipley.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What was the true story of James Shipley's early life?	What is the true story of James Shipley's life while serving in the military?	What is the true story of James Shipley's life after the war?	What is the true story of James Shipley's legacy?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a timeline of important events during James Shipley's life prior to his military service.	Draw a picture that depicts a significant event during James Shipley's military service?	Summarize James Shipley's life after the war.	Write a headline for a news article that would highlight James Shipley's legacy.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Featured Source A is 1940 United States Census (see below).</p> <p>Featured Source B is a 2-minute documentary about James Shipley from KMOS TV.</p> <p>Featured Source C is the first five paragraphs of an article in Rural Missouri entitled "Neighbors" written by Jim McCarty published in 2010.</p> <p>Featured Source D is a 5-minute video by Opportunity 1888 Foundation featuring "Tipton's Colored School, 1980-1957."</p> <p>Featured Source E is an</p>	<p>Featured Source A is James Shipley's military registration card (see below).</p> <p>Featured Source B includes a one paragraph overview of James Shipley's military service with a 12-minute documentary.</p> <p>Featured Source C is a website explaining who the Tuskegee Airmen were and why they were critical to WWII.</p> <p>Featured Source D is an article highlighting Shipley's time as a Tuskegee Airman from War History Online.</p> <p>Featured Source E is a photograph of James Shipley in his military uniform in</p>	<p>Featured Source A is a marriage license (see below).</p> <p>Featured Source B is the 1950 U.S. Census record (see below).</p> <p>Featured Source C is an article from the Smithsonian discussing when President Bush awarded the Tuskegee Airmen the Congressional Gold Medal in 2007.</p> <p>Featured Source D is the paragraph 14- the end of an article in Rural Missouri entitled "Neighbors" written by Jim McCarty published in 2010.</p> <p>Featured Source E is a</p>	<p>Featured Source A is a Fox 29 Philadelphia article written by Chris Williams on August 2, 2022, sharing about Shipley's passing.</p> <p>Featured Source B is James Shipley's obituary from H.T. May and Sons Funeral Home.</p> <p>Featured Source C is Missouri Senate Bill 127 (see below for excerpt). The full text of the bill can be found here.</p> <p>Featured Source D is an article by Alisa Nelson from Missouri Net on September 8, 2023 featuring the news that there will be a commemoration of James</p>

C3 TEACHERS

<p>informative page discussing the purpose of Opportunity 1888 Foundation.</p> <p>Featured Source F is the application packet filed by Opportunity 1888 for the Harris School to be declared a historic site by the state of Missouri.</p> <p>Featured Source G is a short description of Harrison School (Tipton, Missouri) from the National Park Service.</p>	<p>1945 (see below).</p>	<p>photograph and caption about James Shipley from the Whiteman Air Force Base website.</p>	<p>Shipley.</p> <p>Featured Source D is a biography of James Shipley from CAF RISE ABOVE.</p> <p>Featured Source E is an article from the Columbia Missourian in Missouri featuring Shipley after his passing. Use the audio feature to help support students who need it.</p>
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Summative Performance Task	<p>ARGUMENT: What is the true story of James Shipley? Construct an argument (e.g., detailed outline, poster, essay) that answers the compelling question using specific claims and relevant evidence from sources while acknowledging competing views.</p>
	<p>EXTENSION. During a veteran's day celebration, or through a meeting with the local veteran organization, share the story of James Shipley as a way to honor veterans for their work. Then, invite veterans to join you in watching this documentary about James Shipley: https://kclibrary.org/events/together-one-legacy-james-shipley-world-war-ii-tuskegee-airman</p>
Taking Informed Action	<p>UNDERSTAND Examine oral histories of veterans from oral history archives. Focus on the types of questions asked of the veterans and listen to the stories they tell.</p> <p>ASSESS Discuss the limitations of oral history and note its contribution to our understanding of the past.</p> <p>ACT Create an oral history of a veteran in your community who served in any branch of the military. Submit the oral history to the VA for publication.</p>

**Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.*

Overview

Inquiry Description

This inquiry leads students through an investigation of the true story of James Shipley. By studying primary and secondary sources, students will craft a narrative answering the question “What is the true story of James Shipley?”

This inquiry highlights the following additional standards:

- **Kansas** --Standard 3: Societies are shaped by identities, beliefs, and practices of individuals and groups.
- **Missouri** --Tools of Social Science Inquiry: ask questions, analyze evidence, develop claims and arguments, take informed action.
- **C3 Framework** --Develop questions, apply disciplinary tools and concepts, evaluate sources, use evidence, communicate conclusions and take informed action.

It is important to note that this inquiry requires prerequisite knowledge of bias and inaccuracies found in historical sources.

Note: This inquiry is expected to take three or four 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Structure of the Inquiry

In addressing the compelling question students will employ disciplinary concepts of chronological ordering and consideration of historical significance by examining different time periods of James Shipley’s life.

Staging the Compelling Question

In staging the compelling question, show students this headstone of James Shipley. Ask students what they think they will be learning about today. Once they answer, “James Shipley,” ask them to see how many questions they can generate about James Shipley using the tombstone as a prompt (See [QFT strategy](#) protocol).



This photograph was taken by the author in June 2024 at the Veteran's Cemetery in Higginsville, MO.

Share with students this information about what is shown on a veteran's headstone from the Veteran's Administration's website (2024):

What information goes on the headstone or marker, and who provides it?

All headstones and markers must include:

- The person's legal name
- The Veteran's service branch
- The beginning and ending years of the person's life
- The section and grave number (if in a state or national cemetery)

You can also choose to inscribe:

- The full beginning and ending dates of the person's life
- The highest rank the Veteran attained
- The Veteran's awards and war service
- An [emblem of belief](#)

We may approve other requests, such as:

- Nicknames
- Terms of endearment (like "Loving Father")
- Special unit identification

The person's next of kin, or an authorized representative (like a funeral home director) must provide this information to cemetery officials at a national cemetery, state Veterans cemetery, military post cemetery, or military base cemetery. These officials will order the headstone or marker for you.

References

U.S. Department of Veterans Affairs. (2024). Government headstones and markers FAQs.
<https://www.va.gov/resources/government-headstones-and-markers-faqs/#what-information-goes-on-the-h>

Supporting Question 1

The first supporting question—What was the true story of James Shipley’s early life?

The formative task is—Create a timeline of important events during James Shipley’s life prior to his military service.

Teachers may implement this task with the following procedures: first model for students how to read a primary source by first looking at what the source is, why it was created, determine who created it, and determine its reliability. After some whole group practice, have students work in small groups to identify important dates in James Shipley’s life. Teachers may consider having students divide sources among themselves and share out their findings to the class. Provide students with analysis sheets from the [National Archives and Records Administration](#) or the [Library of Congress](#) to analyze each item. Pay close attention to the source type.

The scaffolds and other materials may be used to support students as they work with sources: vocabulary supports, a timeline graphic organizer that may have some sentence stems or pre-determined dates that students can look for. Teachers should also determine how much of Source F below to have students read. Be sure to use closed captioning when playing the videos.

As students analyze the sources, tell them to record important pieces that would help answer the supporting question. Have students share when sources corroborate or refute on another. Help them understand that corroboration strengthens the claim that something did or did not happen. If addressing issues where sources seem to be at odds, help students make sense of why those discrepancies may exist.

Students should keep track of where they are finding their evidence to the information they are finding by either referring to the website/article/photograph, or using a preferred format type.

The following sources were selected to answer supporting question #1:

- **Featured Source A** is 1940 United States Census (see below).
- **Featured Source B** is a [2-minute documentary about James Shipley from KMOS TV](#).
- **Featured Source C** is the [first five paragraphs of an article in Rural Missouri entitled “Neighbors”](#) written by Jim McCarty published in 2010.
- **Featured Source D** is a 5-minute video by Opportunity 1888 Foundation featuring [“Tipton’s Colored School, 1980-1957.”](#)
- **Featured Source E** is an informative page discussing the purpose of [Opportunity 1888 Foundation](#).
- **Featured Source F** is the [application packet](#) filed by Opportunity 1888 for the Harris School to be declared a historic site by the state of Missouri.
- **Featured Source G** is a short description of [Harrison School \(Tipton, Missouri\)](#) from the National Park Service.

[illegible]

1940 United States Federal Census [database on-line]. Year: 1940; Census Place: Tipton, Moniteau, Missouri; Roll: m-t0627-02130; Page: 14A; Enumeration District: 68-17. Ancestry.com. Provo, UT, USA: Ancestry.com Operations, Inc., 2012. Accessed 10 Jun 2024.

Supporting Question 2

The second supporting question— What is the true story of James Shipley’s life while serving in the military?

The formative task is—Draw a picture that depicts a significant event during James Shipley’s military service.

Teachers may implement this task with the following procedures: first model for students how to read a primary source by first looking at what the source is, why it was created, determine who created it, and determine its reliability. After some whole group practice, have students work in small groups to identify important events in James Shipley’s life during his military service. Provide students with analysis sheets from the [National Archives and Records Administration](#) or the [Library of Congress](#) to analyze each item. Pay close attention to the source type when choosing the graphic organizer.

The scaffolds and other materials may be used to support students as they work with sources: vocabulary supports, a timeline graphic organizer that may have some sentence stems or pre-determined dates that students can look for. Teachers should also determine how much of Source F below to have students read. Be sure to use closed captioning when playing the videos.

As students analyze the sources, tell them to record important pieces that would help answer the supporting question. Have students share when sources corroborate or refute on another. Help them understand that corroboration strengthens the claim that something did or did not happen. If addressing issues where sources seem to be at odds, help students make sense of why those discrepancies may exist. Students should deliberately seek corroboration of sources and ways in which they appear to contradict one another.

Students should keep track of where they are finding their evidence to the information they are finding by either referring to the website/article/photograph, or using a preferred format type.

The following sources were selected to answer supporting question #2:

- **Featured Source A** is James Shipley’s military registration card (see below).
- **Featured Source B** includes a one paragraph overview of James Shipley’s military service with a [12-minute documentary](#).
- **Featured Source C** is a [website explaining who the Tuskegee Airmen were](#) and why they were critical to WWII.
- **Featured Source D** is an [article highlighting Shipley’s time as a Tuskegee Airman](#) from War History Online. Teachers may consider pulling out some of the primary sources embedded in this source and analyzing them apart from the article.
- **Featured Source E** is a photograph of James Shipley in his military uniform in 1945 (see below).
- **Featured Source F** is the [paragraph 6-13 of an article in Rural Missouri entitled “Neighbors”](#) written by Jim McCarty published in 2010.

REGISTRATION CARD—(Men born on or after January 1, 1922 and on or before June 30, 1924)

1. NAME (Print) **James Lloyd Shipley** (Last) **10,795** ORDER NUMBER

2. PLACE OF RESIDENCE (Print) **Tipton** (County) **Moniteau** (State) **Missouri**

(Town, township, village, or city)

3. MAILING ADDRESS **Same**

(Mailing address if other than place indicated on line 2. If same insert word same)

4. TELEPHONE

5. AGE IN YEARS **19**

6. PLACE OF BIRTH **Tipton, Mo.**

(Town or county) (State or country)

7. NAME AND ADDRESS OF PERSON WHO WILL ALWAYS KNOW YOUR ADDRESS **June 29 1923** (Date) **Moniteau** (State or country)

8. EMPLOYER'S NAME AND ADDRESS **Ma. Galveston Shipley** (Name) **Father** (Address)

9. PLACE OF EMPLOYMENT OR BUSINESS **Miller's Garage** (Name) **Tipton, Mo.** (Town) (State)

(Number and street or R. F. D. number)

I AFFIRM THAT I HAVE VERIFIED ABOVE ANSWERS AND THAT THEY ARE TRUE.

D. S. S. Form 1 (Revised 6-1-42) **015-21630-3** **James Lloyd Shipley** (over) (Signature)

REGISTRAR'S REPORT

DESCRIPTION OF REGISTRANT

RACE	HEIGHT (Approx.)	WEIGHT (Approx.)	COMPLEXION
White	5'4"	135	Sallow
Negro			Light
Indian			Dark
			Black
			Dark brown
			Black

Other obvious physical characteristics that will aid in identification:
Scar behind right ear

I certify that my answers are true; that the person registered has read or has had read to him his own answers; that I have witnessed his signature or mark and that all of the answers of which I have knowledge are true, except as follows:

Registrar for Local Board: **Margaret Hingst** (Signature)
Date of registration: **June 30, 1942** (Date)
Local Board No. 1
Moniteau County

U. S. GOVERNMENT PRINTING OFFICE: 167-21630-1

U.S., World War II Draft Cards Young Men, 1940-1947 [database on-line]. National Archives at St. Louis; St. Louis, Missouri; Wwii Draft Registration Cards For Missouri, 10/16/1940-03/31/1947; Record Group: Records of the Selective Service System, 147; Box: 296. Ancestry.com. Lehi, UT, USA: Ancestry.com Operations, Inc., 2011. Accessed 10 Jun 2024.



James Shipley, pictured above in 1945, served in the U.S. Army Air Corps as an airplane mechanic in Italy. Courtesy of James Shipley

Pulled from Amick, J. (2014, April 11). Together as one—Tuskegee Airman demonstrated benefit of working together as a nation. War History Online. <https://www.warhistoryonline.com/guest-bloggers/together-one.html>

Supporting Question 3

The third supporting question—What is the true story of James Shipley’s life after the war?

The formative task is to write a summary of James Shipley’s life after the war.

Teachers may implement this task with the following procedures: Have students work in small groups to identify important events in James Shipley’s life after the war. Teachers may consider having students divide sources among themselves and share out their findings to the class. Provide students with analysis sheets from the [National Archives and Records Administration](#) or the [Library of Congress](#) to analyze each item. Pay close attention to the source type.

The scaffolds and other materials may be used to support students as they work with sources: vocabulary supports, transcription of cursive text, a timeline graphic organizer that may have some sentence stems or pre-determined dates that students can look for.

As students analyze the sources, tell them to record important pieces that would help answer the supporting question. Have students share when sources corroborate or refute on another. Help them understand that corroboration strengthens the claim that something did or did not happen. If addressing issues where sources seem to be at odds, help students make sense of why those discrepancies may exist. Students should deliberately seek corroboration of sources and ways in which they appear to contradict one another.

Students should keep track of where they are finding their evidence to the information they are finding by either referring to the website/article/photograph, or using a preferred format type.

The following sources were selected to answer supporting question #3:

- **Featured Source A** is a marriage license (see below).
- **Featured Source B** is the 1950 U.S. Census record (see below).
- **Featured Source C** is an [article from the Smithsonian](#) discussing when President Bush awarded the Tuskegee Airmen the Congressional Gold Medal in 2007.
- **Featured Source D** is the [paragraph 14- the end of an article in Rural Missouri entitled “Neighbors”](#) written by Jim McCarty published in 2010.
- **Featured Source E** is a [photograph and caption](#) about James Shipley from the Whiteman Air Force Base website.

MARRIAGE LICENSE.

No. **B-28517**

OFFICE OF
RECORDER OF DEEDS
JACKSON COUNTY, MISSOURI,
AT KANSAS CITY,

STATE OF MISSOURI } SS.
COUNTY OF JACKSON.

This License authorizes any Judge, Justice of the Peace, licensed or ordained Preacher of the Gospel, who is a citizen of the United States, or other person authorized under the laws of this State to solemnize marriage between James P. Ripley of the County of Moniteau and State of Mo. who is 21 years of age, and Michael Mae Bruce of the County of Cooper and State of Mo. who is 18 years of age, single the age of eighteen years.

Mother of second party gives Consent

Witness my hand as Recorder, with the seal of office hereto affixed, at my office in Kansas City, Missouri, this 7th day of Dec. 1947.

DAN J. MCKEEVER,
RECORDER.
Robert Kennedy
DEPUTY RECORDER.

STATE OF MISSOURI } SS.
COUNTY OF JACKSON.

This is to certify that the undersigned, a Christian Minister did in said County and State, on the 7th day of Dec. AD 1947 unite in marriage the above named persons.

Mrs. Sophie Little
3730 Virginia

The person performing the marriage ceremony will please insert after his signature the place of his Office, Church or Residence.
This license must be returned to the Office of Recorder of Deeds by the person solemnizing the marriage, within ninety days from the issuing thereof.

THIS LICENSE VOID AFTER TEN (10) DAYS FROM DATE OF ISSUANCE.

Missouri, U.S., Jackson County Marriage Records, 1840-1985 [database on-line]. Marriage Records. Jackson County Clerk, Kansas City, Missouri. Ancestry.com. Provo, UT, USA: Ancestry.com Operations, Inc., 2015. Accessed June 2024.

[illegible]

Supporting Question 4

The fourth supporting question—What is the true story of James Shipley’s legacy?

The formative task is to create a headline for a news article that would feature James Shipley and his legacy.

Teachers may implement this task with the following procedures: Have students work in small groups to identify the most important events in James Shipley’s life. Teachers may consider having students divide sources among themselves and share out their findings to the class. Provide students with analysis sheets from the [National Archives and Records Administration](#) or the [Library of Congress](#) to analyze each item. Pay close attention to the source type.

The scaffolds and other materials may be used to support students as they work with sources: vocabulary supports, transcription of cursive text, a timeline graphic organizer that may have some sentence stems or pre-determined dates that students can look for. Play the audio version of the article from the Columbia Missourian. Divide articles into smaller chunks with comprehension questions for each section.

As students analyze the sources, tell them to record important pieces that would help answer the supporting question. Have students share when sources corroborate or refute on another. Help them understand that corroboration strengthens the claim that something did or did not happen. If addressing issues where sources seem to be at odds, help students make sense of why those discrepancies may exist. Students should deliberately seek corroboration of sources and ways in which they appear to contradict one another.

Students should keep track of where they are finding their evidence to the information they are finding by either referring to the website/article/photograph, or using a preferred format type.

The following sources were selected to answer supporting question #3:

- **Featured Source A** is a [Fox 29 Philadelphia article](#) written by Chris Williams on August 2, 2022, sharing about Shipley’s passing.
- **Featured Source B** is [James Shipley’s obituary](#) from H.T. May and Sons Funeral Home.
- **Featured Source C** is Missouri Senate Bill 127 (see below for excerpt). The full text of the bill can be found [here](#).
- **Featured Source D** is an article by Alisa Nelson from Missouri Net on September 8, 2023 featuring the news that there will be a [commemoration of James Shipley](#).
- **Featured Source D** is a [biography of James Shipley](#) from CAF RISE ABOVE.
- **Featured Source E** is an [article from the Columbia Missourian](#) in Missouri featuring Shipley after his passing. Use the audio feature to help support students who need it.

This source is an excerpt of a bill from the Missouri Senate Committee. To see the full text of the bill, use the link above.

SENATE SUBSTITUTE
FOR
SENATE COMMITTEE SUBSTITUTE
FOR
SENATE BILL NO. 127
AN ACT

2 227.821. The portion of U.S. Highway 50 from Bahner
3 Quarry Road continuing west to Tower Road through the City
4 of Tipton in Moniteau County shall be designated the "SGT
5 James L Shipley Memorial Highway". The department of
6 transportation shall erect and maintain appropriate signs
7 designating such highway, with the costs to be paid by
private donations.

Summative Performance Task

At this point in the inquiry, students have examined the life of James Shipley to determine the real story. They have analyzed evidence, corroborated it and potentially refuted some discrepant information.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students will craft a narrative to answer the question: What is the true story of James Shipley? Their answer demonstrates their ability to analyze various pieces of information to create a biography.

To support students in their writing, help them craft a clear outline with sections that follow the chronological time periods of Shipley's life. Students can complete the narrative through a written essay, a detailed outline, poster or any other medium of their choice.

To extend their arguments, students can share James Shipley's story with local veteran groups. Then, invite the veterans to join in watching this documentary about James Shipley: <https://kclibrary.org/events/together-one-legacy-james-shipley-world-war-ii-tuskegee-airman>

Students have the opportunity to Take Informed Action by:

- Examining oral histories of veterans from oral history archives, focusing on the types of questions asked of the veterans and listen to the stories they tell,
- Discussing the limitations of oral history and noting its contribution to our understanding of the past.
- Creating an oral history of a veteran in your community who served in any branch of the military. Submit the oral history to the VA for publication.

This lesson plan was funded by a grant from the United States Department of Veterans Affairs. The opinions, findings and conclusions stated herein are those of the author and do not necessarily reflect those of the United States Department of Veterans Affairs.